

“Preparing Professionals for Changing Educational Contexts”

TESL 755 Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	TESL 755
II.	Title	Language Acquisition and Development
III.	Credits	3
IV.	Semester	
V.	Instructor	Dr. Sharolyn D. Pollard-Durodola
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	TESL 752 or concurrent enrollment, consent of instructor
X.	Course Description (Course Introduction)	This course explores language development and acquisition in children through the lenses of psycho- and sociolinguistics, socio-politics, seminal and contemporary research, an classroom pedagogy. It takes both a historical and modern view of the topic in applying theories of child language acquisition from current research to the formation of language development curriculum and pedagogy, specifically effective instructional approaches.
XI.	Standards Addressed: Teachers of English to Speakers of Other Languages Standards Addressed in this Course Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	TESOL Standard 1.a: Language as a System Standard 1.b: Language Acquisition and Development Standard 3.a: Planning for Standards-Based ESL and Content Instruction Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction Standard 3.c: Using Resources Effectively in ESL Instruction Standard 4.a: Issues of Assessment for ESL Standard 4.b: Language Proficiency Assessment Standard 5.a: ESL Research and History CEC Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #5: Learning Environments and Social Interactions Standard #6: Communication Standard #7: Instructional Planning Standard #8: Assessment Standard #10: Collaboration INTASC Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #5: Application and Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective 1: The learner will be able to explain the differences between second language curricular models and the relationship with second language approaches, methods, and techniques.</p> <p>TESOL Standard 1.b: Language Acquisition and Development TESOL Standard 5.a: ESL History and Research</p>	
1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
5.a.1	Demonstrate knowledge of language teaching methods in their historical context.
<p>INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies</p>	
Performance	<p>7(a): The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and a relevant to learners.</p> <p>7(b): The teacher plans how to achieve student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>
Essential Knowledge	<p>8(j): The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing, and problem solving, invention, memorization, and recall) and how these processes can be stimulated.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l): The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p>
Critical Dispositions	<p>7(n): The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>8(p): The teacher is committed to deepening awareness and understanding the strengths of diverse learners when planning and adjusting instruction.</p>
<p>CEC Standard 4: Instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning</p>	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

Objective 2: The learner will be able to design second language learning contexts for ELLs with and without disabilities.	
TESOL Standard 1.b: Language Acquisition and Development TESOL Standard 3c: Using Resources Effectively in ESL Instruction	
1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
1.b.4	Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English.
3.c.1	Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
3.c.3	Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.
3.c.4	Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).
INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments INTASC Standard 4: Content Knowledge INTASC Standard 5: Application and Content INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies	

XIII. Required Materials

The following books are required:

1. Fortune, T. W. and Menke, M.R. (2010). *Struggling learners & language immersion education: Research-based, practitioner-informed responses to educators' top Questions* .
2. Hoff, E. (2014). *Language development, 5th Edition*. Belmont, CA: Wadsworth, Cengage Learning. ISBN-13: 978-1-133-93909-2.
This 5th edition is sometimes listed as a 2013 publication .
3. Hoff, E. (2011 Paperback). *Research methods in language and linguistics: A practical guide*.

XIV. Supplemental Texts and

Journal Articles

The following text **is not required**. Assigned readings from this text will be provided electronically.

1. Byrnes, J. P., & Wasik, B.A. (2009). *Language and Literacy Development: What educators need to know*. New York: Guilford Press.

XV. Suggested Internet Resources

WIDA Standards:

Download from <https://www.wida.us/standards/eld.aspx> :

PDF available at <https://www.wida.us/get.aspx?id=540>

TESOL Standards:

Download from: <http://www.tesol.org/advance-the-field/standards> or

PDF at http://www.tesol.org/docs/books/bk_prek-

[12elpstandards_framework_318.pdf?sfvrsn=2](#)

CAL – Center for Applied Linguistics Website: <http://www.cal.org/>

XVI. ASSIGNMENTS

The general descriptions for the assignments in this course are presented below. Learners should refer to the detailed assignment sheet and rubric to prepare their assignments.

A. Weekly Journal Reflections (2 points per week): 30 Points, Due Weekly with Comprehensive Journal due Session 15

Use the Reflection Matrix to critically record key points from assigned readings and to reflect on these questions: How do I connect this information to my own teaching practice? What can I try to implement? What successes and obstacles do I anticipate? **Journal entries will be checked in class weekly. The final journal will be uploaded on Web campus on November 29, 016.**

B. Book Club – Engaging in a Community of Learners: 40 Points, Due Session 13 and 15

This learning experience allows students to bridge theory to practice by applying knowledge to real instructional contexts that require critical thinking and a deep understanding of language development and acquisition. There are two parts to this learning experience.

Part I: Weekly Reading and Discussing the Text, Struggling Learners & Language Immersion Education.

Students will read the weekly book club chapter and participate in weekly activities to discuss book content and weekly reflection questions. Students will keep notes on discussions,

Part II: Application of Knowledge and Further Investigation of Practitioner Concerns

Students will write an 8- 10page reflection (not including the title-page) on the book focusing on the following subheadings:

- A. **Initial Thoughts** – Initial thoughts about the book.
- B. **Relevant Theories** - Thoughts about how what you have learned in this class may correspond with theories and content from assigned class readings. Include citations when referring to class readings and include citations in APA format in a reference page.
- C. **Implications for Practice in Schools with English Language Learners** - Students will expand on **three** of the following book club chapters to demonstrate a deep understanding of common concerns about ELL children who struggle with language and learning. This part of the reflection paper should be 6 – 9 pages in length and requires further exploration of the topics via additional scholarly sources (journal articles, books, book chapters, etc. **No Websites**) beyond the text. Please **document with citations and include in the reference list**. Please use the book club chapter title as a heading with appropriate subheadings. You will select three of the five chapters below:

Chapter 2: How do you differentiate between typical delays experienced by children who are learning through a second language and a language and/or learning disability?

Chapter 4: What kind of assessments can be given to students who are not progressing in the target language and may not be developing cognitively at an appropriate rate: Who are not yet reading and writing? What languages should be used to assess an immersion learner?

Chapter 5: As we work to support teachers with struggling learners, what research-based adaptations to instruction are known to be effective with these students?

Chapter 6: Should interventions be provided in students' first language, second language, or in both? Which language should one use, when and why?

Chapter 7: In your school, are there services for struggling students? How do they qualify for these services? If no, how does this impact your program's pre-referral process? *What services are necessary and would you recommend? What does the literature recommend for Tier II/RTI process for ELLs who struggle with language and literacy issues?*

Part III: Sharing! Session 13

You will informally share what you have learned on 1 topic in class and provide a one-page handout on the topic. This is a fun occasion!

This culminating experience will serve as the final exam and allows the student to bridge theory to practice and demonstrate ability to solve complex instructional issues related to language development and acquisition.

Recommended steps:

1. *Select the chapters and read.*
2. *Review the literature for scholarly journals and books that address the topic.*
3. *Bring these additional materials to class for approval of the instructor by*

C. Mid-Term: 20 Points, Due Session 8 (Online)

This exam will cover topics in weeks 1 – 7. A study guide (Reflective Questions) will be provided and you will be able to use your texts. This exam will be online.

D. Language Transcription Project of Struggling ELL Student: 10 Points, Due Session 12

This learning experience will allow the student to apply knowledge related to recording, transcribing, and coding interaction (See Chapter 13 in Research Methods in Child Language (Hoff).

Required steps:

Step 1: Select an instructional context (one-on-one assistance, paired-practice, etc.) with an ELL student struggles academically due to language/literacy issues.

Step 2: Audio-tape the session for **15 minutes. We will determine if special permission is required.**

Step 2: Transcribe the audio recording. As a rule, 15 minutes requires one-hour to transcribe. Do not wait until the last minute to transcribe the audiotape. You will indicate speakers and other required features (we will discuss in class).

Step 4: Bring the transcription (hard copy) to class on **November 15, 2016.**

Step 5: We will discuss coding schemes for analyzing your data.

Step 6: The student will turn in their analysis and transcription at the end of the class.

XVII. PERFORMANCE ASSESSMENTS

<u>Course Assignments</u>	<u>Points</u>
Weekly Journal Reflection	30
Language Transcription	10
Book Club Reflection Paper	40
Mid-Term Exam	20

XVIII. Special Notes

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143,

<http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For

information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

XIX. GRADING POLICY

Points Earned	Percentage Score	Grade
191- 205	93%-100%	A
185 - 190	90%-92.9%	A-
179 - 184	88%-89.9%	B+
170 - 178	83%-87.9%	B
165 - 169	80%-82.9%	B-
160 - 164	78%-79.9%	C+
150 - 159	73%-77.9%	C
144 - 149	70%-72.9%	C-
124- 143	60%-69.9%	D
0 - 123	0-59.9%	F

Attendance & Collaborative Engagement

Attendance is required and affects the final grade. For the purposes of this class, collaborative engagement is defined as **presence, participation, and engagement** in class discussions and activities. Lack of participation may be considered as absence from class. Your attendance pattern (absences, late arrivals, early departures, and lack of engagement) will influence your final grade as follows:

Absences Effect

0 – 1	no change
2	grade drops 1/3 (e.g., B+ will drop to B)
3	grade drops 2/3 (e.g., B+ will drop to B-)
4	grade drops 1 letter (e.g., B+ will drop to C+)
> 5	F

Note: 3 late arrivals and/or early departures equals one absence.

Late Assignment Submissions

Submitting assignments on time is required and affects the assignment grade. Late submissions will influence the assignment grade as follows:

Submissions Effect

1 session late	1 letter grade (e.g., A will drop to B)
2 sessions late	2 letter grades (e.g., A will drop to C)
3 sessions late	3 letter grades (e.g., A will drop to D)

Session/ Date	Class Topics	Assigned Text Chapters, Articles & Resources (Complete readings before the next session.)	Activities and Expectations (Complete before next session.)
1	Topic: Course Overview & Required Assignments	1. Hoff: Chapter 1, <i>The Study of Language</i> 2. Hoff, <i>Research Methods in Child Language/Studying Infants and Nonverbal Behaviors: Chapter 1, Intermodal Preferential Looking</i> pg. 17	<u>Reflective Journal Entry</u> <u>Book Club Reflection:</u> Identify 3 chapter topics in the book club text by Fortune & Menke that you will include in your final Book Club Reflection paper.
2	Topic: Biology and Language Development	1. Hoff: Chapter 2, <i>The Biological Bases of Language Development</i> 2. Hoff, <i>Research Methods in Child Language/Studying Infants and Nonverbal Behaviors: Chapter 4, Neuroimaging Methods</i> pg. 43 3. <u>Book Club Reflection:</u> Fortune & Menke, Part I/Program Suitability and Learner Disability Chapter 1 – Who benefits from an immersion program?	<u>Reflective Journal Entry</u> <u>Language Sample Project:</u> Begin to identify an instructional context (Or other) with a struggling ELL student.
3	Topic: Foundations of Language Development Lecture Reflection: <i>Book Club Discussion: Chapter 1</i>	1. Hoff: Chapter 3, <i>Foundations of Language Development in Domain-General Skills and Communicative Experience</i> 2. Hoff, <i>Research Methods in Child Language/Assessing Language Knowledge and Processes in Children Who Talk, Chapter 9, Children's Narratives</i> 3. <u>Book Club Reflection:</u> Fortune & Menke, Part I/Program Suitability and Learner Disability Chapter 2 – How do you differentiate between typical delays experienced by children who are learning through a second language and/or learning disability?	<u>Reflective Journal Entry:</u>
4	Topic: Phonological Development <i>Book Club Discussion: Chapter 2</i>	1. Hoff: Chapter 4, <i>Phonological Development: Learning to Use Language</i> 2. Hoff, <i>Research Methods in Child Language/Assessing Language Knowledge and Processes in Children Who Talk, Chapter 6, Phonological Knowledge</i> <u>Book Club Reflection:</u> Fortune & Menke, Part I/Program Suitability and Learner Disability Chapter 3 – In an immersion program, how much of a reading lag still falls into the normal range when learners are acquiring initial literacy?	<u>Reflective Journal Entry</u>

5	<p>Topic: Lexical Development Lecture Reflection: for diverse learners?</p> <p><i>Book Club Discussion: Chapter 3</i></p>	<p>1. Hoff: Chapter 5, <i>Lexical Development: Learning Words</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Assessing Language Knowledge and Processes in Children Who Talk</i>, Chapter 7, <i>Vocabulary Skills</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part I/Program Suitability and Learner Disability Chapter 4- What kind of assessment can be given to language immersion students who are not progressing in the target language and may not be developing cognitively at an appropriate rate?</p>	<p><u>Reflective Journal Entry</u></p>
6	<p>Topic: Syntactical and Morphological Development Lecture Reflection:</p> <p><i>Book Club Discussion: Chapter 4</i></p>	<p>1. Hoff: Chapter 6, <i>The Development of Syntax and Morphology: Learning the Structure of Language</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Assessing Language Experiences and Language Production</i>, Chapter 13, <i>Recording, Transcribing, and Coding Interaction</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part II/Best Practice at the program classroom and program-level? Chapter 5-As we work with struggling learners, what research-based adaptations to instruction are known to be effective with these students?</p>	<p><u>Reflective Journal Entry</u></p>
7	<p>Topic: Communicative Development Lecture Reflection:</p> <p><i>Book Club Discussion: Chapter 5</i></p> <p><i>Reflection Questions for Mid-Term</i></p>	<p>1. Hoff: Chapter 7, <i>Communicative Development: Learning to Use Language</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Assessing Language Experiences and Language Production</i>, Chapter 17: <i>Studying Language in Preschool</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part II/Best Practice at the program classroom and program-level? Chapter 6-Should interventions be provided in immersion students' first language, second language, or in both?</p>	<p><u>Reflective Journal Entry</u></p> <p><u>Midterm</u> Begin to prepare for mid-term exam. Make arrangements to watch the presidential debate.</p>
8	<p>Topic: Language, Culture, Cognition in Development Lecture Reflection:</p> <p><i>Mid-Term (Online)</i> <i>Content from Weeks 1 – 7</i> <i>Presidential Debate Week (Some Content on Immigration will be on the mid-term.). This must be completed by the next class session.</i></p>	<p>1. Hoff: Chapter 8, <i>Language, Culture, and Cognition in Development</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Studying Multiple Languages</i>, Chapter 19: <i>Cross-linguistic Research</i></p>	<p><u>Reflective Journal Entry</u></p>

9	<p>Topic: The Development of Childhood Bilingualism</p> <p><i>Book Club Discussion: Chapter 6</i></p>	<p>1. Hoff: Chapter 9, <i>Childhood Bilingualism</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Studying Multiple Languages, Chapter 20: Studying Children in Bilingual Environments</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part II/Best Practice at the program classroom and program-level?</p> <p>Chapter 7-In your program, are there services for struggling students in the early primary grades</p>	<p><u>Reflective Journal Entry</u></p>
10	<p>Topic: Language Development During the School Years</p> <p><i>Book Club Discussion: Chapter 7</i></p>	<p>1. Hoff: Chapter 10, <i>Language in the School Years</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Studying Multiple Languages, Chapter 21: Studying Children with Language Impairment</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part II/Best Practice at the program classroom and program-level?</p> <p>Chapter 8- What tools can immersion educators give or recommend to parents to help their struggling, learning disabled, an/or language and learning disabled immersion student at home?</p>	<p><u>Reflective Journal Entry</u></p>
11	<p>Topic: Language Development In Special Populations</p> <p><i>Book Club Discussion: Chapter 8</i></p>	<p>1. Hoff: Chapter 11, <i>Language Development in Special Populations</i></p> <p>2. Hoff, <i>Research Methods in Child Language/Studying Multiple Languages, Chapter 22: Language Development of Children with Intellectual Disabilities</i></p> <p><u>Book Club Reflection:</u> Fortune & Menke, Part II/Best Practice at the program classroom and program-level?</p> <p>Chapter 9-Is it appropriate to pre-assess potential students' readiness to enter an immersion program?</p>	<p><u>Reflective Journal Entry</u></p>
12	<p>Topic: Sociocultural Issues in Language Speaking, Reading, and Writing</p> <p><i>Book Club Discussion: Chapter 9</i></p> <p><u><i>Transcription of Language Sample and Discussion</i></u></p> <p>Guest Speaker: Dr. Alain Bengochea</p>	<p>1. Byrnes & Wasik, Chapter 11: <i>Sociocultural Issues in Speaking, Reading, and Writing</i></p> <p>2. Gort, M & Sembiane, S.F. (2015) Navigating hybridized language learning spaces through translanguaging pedagogy: dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse, <i>International Multilingual Research Journal</i>.</p> <p>3. Gutiérrez, K. D., Baquedano-López, & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. <i>Mind, Culture & Activity</i></p>	<p><u>Reflective Journal Entry</u></p>

13	<p>Topic: Effective Teachers Make Good Decisions in the Classroom</p> <p>Lecture Reflection: Lecture: How do we bridge theory to practice around language and literacy issues? *****Book Club Reflection: Discussion/Sharing of One Individual Topic</p>	<p>1. Byrnes & Wasik, Chapter 12: General Principles of Effective Instruction 2. Byrnes & Wasik, Chapter 13: Language and literacy programs that work</p>	<p><u>Reflective Journal Entry</u></p> <p><i>Book Club Reflection Paper Due</i></p>
14	<p>*****Field Work***** (Literacy Research Association Conference)</p>	1.	
15	<p>Online Resource: Preparing the Final Book Reflection Paper Complete Self-Evaluation of Learning Experiences</p>		